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ABSTRACT

Forty-eight administrators and 477 teachers of severely and profoundly retarded students completed questionnaires regarding inservice training priorities. Questionnaire items related to participant biographics, knowledge, and skill produced a list of 24 training priorities, including resources for planning, behavior intervention techniques, medications, individual education plan, sequencing of instruction, diagnostic/prescriptive teaching, and knowledge of specific handicapping conditions. Analysis of the list suggested that curriculum and instruction and behavior management were the top priority broad training areas. (CL)

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ASSESSMENT OF THE TRAINING NEEDS OF EDUCATORS OF THE SEVERELY AND PROFOUNDLY RETARDED

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OVERVIEW

In the Fall of 1977, teachers and administrators in the developmental centers in New York State were surveyed in order to determine inservice training priorities. Teachers responded to a questionnaire in terms of their own training needs. Administrators responded to the same questionnaire in terms of perceived staff needs.

A system was devised for selecting training priorities which took into account the results from both teachers and administrators. The purpose of the system was to find a commonality among responses for the two groups. The list of training priorities which were identified within each section (i.e., part) of the questionnaire is presented in Figure 1.

QUESTIONNAIRE PART II

Resources for Planning
Instructional Techniques for Specific Populations
Establishing a Curriculum
Behavior Intervention Techniques

QUESTIONNAIRE PART III

Medications
Materials
Instructional Techniques
Activities
Behavior Management Systems
Developmental Tasks - Infancy
Specific Handicapping Conditions
Individual Education Plan

QUESTIONNAIRE PART IV

Behavior Management
Sequencing of Instruction
Performance Assessment
Develop Program Goals
Relate Goals to Objectives
Staff Interaction Objectives
Awareness of Self and Others

QUESTIONNAIRE PART V

Diagnostic/Prescriptive Teaching
Establishing a Curriculum
Resources for Planning
Knowledge of Specific Handicapping Conditions
Behavior Intervention Techniques

Figure 1. Selected Training Priorities.

Examination of this figure suggests the following top priority training 'areas'.

1. Curriculum and Instruction
2. Behavior Management

METHOD

Instrumentation:

The questionnaires were developed at the Research and Development Complex and consist of 5 parts. Part I contains items which relate to participant biographics. Part II contains 3 open ended questions. The 16 items in Part III relate to knowledge; the 30 items in Part IV to skill. Both Part III and Part IV require the participant to first rank each item in terms of its importance and then to rank it in terms of his knowledge or skill in the area. Part V asks the respondent to rank 11 items in terms of training need. The teacher questionnaire is presented in Appendix A; the Administrator in Appendix B.

Procedure:

The questionnaires were disseminated to teachers and administrators at each of the developmental centers by the Education Director who also collected and returned them to the Research and Development Complex

Sample:

The sample of participants consisted of 477 teachers and 48 administrators; a response rate of 58% and 94% respectively. Figure 2 presents a breakdown of the sample by developmental center and includes both the potential and actual sample from each center.

Figures 3-11 presents biographic data for the teacher sample. The administrator sample is described in Figures 12-15.

BIOGRAPHIC/DEMOGRAPHIC DATA

FIGURES 2 - 15

FACILITY	ADMINISTRATORS potential f *	ADMINISTRATORS actual (received) f *	TEACHERS potential f *	TEACHERS actual (received) f *
Bernard Fineson	2	3	23	12
Brooklyn	4	3	53	36
Broome	1	1	11	6
Craig	2	2	29	30
JN Adams	1	1	8	12
Kings Park	1	1	27	10
Letchworth Village	3	2	48.5	16
Manhattan	1	---	18	9
Monroe	---	2	8	5
Newark	4	4	61.5	38
OD Heck	---	---	26	12
Rome	5	5	67	64
Suffolk	2	3	35	24
Sunmount	2	2	19	14
Syracuse	2	---	43	22
Wassaic	5	3	64	49
Westchester	---	1	11	1
West Seneca	4	3	54	33
Willowbrook	11	11	186	68
Wilton	1	1	20	16
TOTAL	51	48	818	477

*frequency

Figure 2. Breakdown of Sample by Developmental Center.

SITUATION	MEAN	MODE
Profound	7.32	5.00
Severe	4.70	1.00
Moderate	4.71	1.00
Mild	2.77	1.00
Visually Impaired	3.03	1.00
Hearing Impaired	2.19	1.00
Speech Impaired	8.93	7.00
Physically Handicapped	5.87	1.00
Emotionally Disturbed	3.78	1.00
Preschool	5.94	1.00
School Age Primary (K-3)	4.33	1.00
School Age Intermediate (4-6)	4.01	1.00
School Age Junior High (7-9)	3.88	1.00
School Age Senior High (10-12)	5.10	1.00
Adult	7.51	5.00

Figure 3. Teacher Biographic Data: Present Teaching Situation.

PRESENT TEACHING POSITION	*FREQUENCY*
Teacher	345
Teaching Assistant	94
Para Professional Aide	4
Other	30
No Response	4
TOTAL	477

Figure 4. Teacher Biographic Data: Present Teaching Position.

NUMBER OF YEARS TEACHING	*FREQUENCY*
Less than 1 Year	19
1 - 3.0 Years	110
3.1 - 6.0 Years	139
6.1 - 10.0 Years	104
10.1 Years Plus	71
No Response	34
TOTAL	477

Figure 5. Teacher Biographic Data: Number of Years Teaching.

YEARS IN PRESENT POSITION	FREQUENCY
Less than 1 Year	66
1 - 3.0 Years	144
3.1 - 6.0 Years	117
6.1 - 10.0 Years	76
10.1 Years Plus	29
No Response	45
TOTAL	477

Figure 6. Teacher Biographic Data: Number of Years in Present Position.

NUMBER OF GENERAL EDUCATION HOURS	FREQUENCY
Zero Hours	3
1 - 10 Hours	63
11 - 20 Hours	36
21 - 30 Hours	38
31 - 40 Hours	47
Over 40 Hours	148
No Response	142
TOTAL	477

Figure 7. Teacher Biographic Data: Number of General Education Hours.

NUMBER OF SPECIAL EDUCATION HOURS	*FREQUENCY*
Zero Hours	5
1 - 10 Hours	111
11 - 20 Hours	97
21 - 30 Hours	75
31 - 40 Hours	32
Over 40 Hours	21
No Response	136
TOTAL	**477**

Figure 8. Teacher Biographic Data: Number of Special Education Hours.

HIGHEST DEGREE ATTAINED	*FREQUENCY*
High School	2
Two Year Degree	18
Bachelors Degree	197
Masters Degree	200
No Response	60
TOTAL	**477**

Figure 9. Teacher Biographic Data: Highest Degree Attained.

SEX	*FREQUENCY*
Male	138
Female	316
No Response	23
TOTAL	477

Figure 10. Teacher Biographic Data: Sex

AGE	*FREQUENCY*
Under 25	80
26 - 30	187
31 - 35	67
36 - 45	50
46 - 55	32
56 - 65	14
Over 65	1
No Response	46
TOTAL	477

Figure 11. Teacher Biographic Data: Age

PRESENT ROLE	*FREQUENCY*
Director	7
Supervisor	38
Other	3
TOTAL	48

Figure 12. Administrative Biographic Data: Present Role

YEARS IN PRESENT POSITION	*FREQUENCY*
Less than 1 Year	4
1 - 3.0 Years	16
3.1 - 6.0 Years	12
6.1 - 10.0 Years	7
10.1 Years Plus	6
No Response	3
TOTAL	48

Figure 13. Administrative Biographic Data: Number of Years in Present Position.

SEX	*FREQUENCY*
Male	23
Female	23
No Response	2
TOTAL	48

Figure 14. Administrative Biographic Data: Sex

AGE	*FREQUENCY*
Under 25	1
26 - 30	5
31 - 35	10
36 - 45	14
46 - 55	8
56 - 65	4
No Response	6
TOTAL	48

Figure 15. Administrative Biographic Data: Age

RESULTS

FIGURES 16 - 22

The results are displayed in chart form. Part II is presented first followed by Parts III, IV & V. The latter three parts follow the format of the questionnaire.

Categories	Number of Total Responses: Teachers	Administrators
1. Parent Involvement	3	----
2. Establishing a Curriculum. Includes: a.) A.D.L.-Activities of Daily Living; i.e., toilet training, feeding, socialization, etc. b.) General Curriculum Needs; i.e., development, basic skills, etc. This relates to NO specific population. For example, curriculum for the blind, deaf, etc.	40	14
3. Interpersonal Skills - teachers relating to other teachers, awareness of staff expertise.	7	1
4. Legal Aspects - State Mandates, etc.	29	2
5. General Knowledge of Specific Handicapping Conditions	22	2
6. Instructional Techniques for Specific Populations - i.e., deaf, profound retardates, blind, etc.	91	2
7. Total Communication. Includes: non verbal communication, use of sign language, Bliss Boards, etc.	15	3
8. Diagnostic and Prescriptive Teaching. Includes: assessment and evaluation of problems, determining I.Q.'s, I.E.P.'s, etc.	27	8
9. Developmental Tasks. Includes: language development and acquisition, perceptual motor development, comparisons between normal and limited development capacities and stages.	26	6
10. Use of Modification Tools and Devices. Includes: use of prosthetics	11	2
11. Classroom Management	8	----
12. Behavior Intervention Techniques. Includes: behavior modification, dealing with emotionally disturbed, aggression, etc.	43	15
13. Resources for Planning. Includes: new curriculums for specific populations; instructional materials for various functional levels; activities, i.e., arts and crafts, especially for severe and profound retardates; ways to motivate unresponsive children and young adults.	133	13
14. Research. Includes: past research done as well as new research in syndromes and methods and techniques.	5	----
15. Other. Includes: a.) Medical - use of medications, i.e., proper dosages, effects, and reactions.	15	2
b.) Jobs for Clients - sheltered workshops, placement, etc.	1	----
c.) Physical and Occupational Therapy	12	2
d.) Funding	2	1
e.) Neurodevelopmental Therapy	----	1
16. No Response	158	8
17. None	----	1

Figure 16. Part II - Question 1: Teacher and Administrator Response

I FEEL THAT I HAVE ADEQUATE KNOWLEDGE ABOUT: *(values are percentages)*		High		Low	No Opinion	No Response
1. specific handicapping conditions	Importance	69	26	2	1	2
	My knowledge	20	60	15	2	3
2. modification tools such as prosthetic aids	Importance	42	36	14	6	2
	My knowledge	6	31	51	8	4
3. developmental tasks or abilities at the infancy and early childhood level	Importance	72	20	5	2	2
	My knowledge	31	48	15	2	4
4. state and federal mandates such as due process, PL 93-380, PL 94-142	Importance	39	32	14	13	2
	My knowledge	10	28	44	15	3
5. local, state, and national resources, funding, and services	Importance	45	35	14	6	1
	My knowledge	4	30	54	9	3
6. available relevant materials which are effective	Importance	76	18	4	*	2
	My knowledge	18	53	25	1	3
7. a range of activities appropriate for my students	Importance	85	12	2	*	1
	My knowledge	40	48	10	1	2
8. philosophical or theoretical basis of instruction	Importance	28	42	25	4	1
	My knowledge	24	53	17	5	2
9. the areas of expertise possessed by interdisciplinary team members	Importance	56	32	6	4	2
	My knowledge	23	49	19	6	3
10. medications: types, uses, and side effects	Importance	67	24	6	1	1
	My knowledge	8	41	46	3	3
11. effective instructional techniques and procedures	Importance	77	18	3	*	2
	My knowledge	33	54	10	1	2
12. classroom research	Importance	33	44	15	5	2
	My knowledge	15	51	24	8	4
13. evaluation instruments and techniques	Importance	49	39	9	2	1
	My knowledge	17	56	22	3	3
14. career education (i.e., work experiences and placement)	Importance	45	34	11	7	3
	My knowledge	22	44	22	8	4
15. behavior management systems	Importance	57	29	7	5	2
	My knowledge	27	47	18	6	3
16. Individual Education Plan	Importance	68	25	4	3	1
	My knowledge	43	40	11	4	2

**less than 5%*

Figure 17. Part III - Knowledge: Teacher Results

I FEEL THAT MY STAFF HAS ADEQUATE KNOWLEDGE ABOUT: *(values are percentages)*		High		Low	No Opinion	No Response
1. specific handicapping conditions	Importance	69	27	2	....	2
	Staff knowledge	35	48	13	....	4
2. modification tools such as prosthetic aids	Importance	52	33	15	....	....
	Staff knowledge	6	42	50	....	2
3. developmental tasks or abilities at the infancy and early childhood level	Importance	81	15	2	2	....
	Staff knowledge	27	54	17	2	....
4. state and federal mandates such as due process, PL 93-380, PL 94-142	Importance	46	31	19	2	2
	Staff knowledge	8	38	48	4	2
5. local, state, and national resources, funding, and services	Importance	38	42	17	4	....
	Staff knowledge	4	31	60	4	....
6. available relevant materials which are effective	Importance	71	19	10	....	....
	Staff knowledge	17	46	35	....	2
7. a range of activities appropriate for my students	Importance	90	6	4	....	....
	Staff knowledge	31	48	21	....	....
8. philosophical or theoretical basis of instruction	Importance	44	40	17	....	....
	Staff knowledge	29	56	15	....	....
9. the areas of expertise possessed by inter-disciplinary team members	Importance	69	29	2	....	....
	Staff knowledge	21	50	27	2	....
10. medications: types, uses, and side effects	Importance	65	33	2	....	....
	Staff knowledge	6	27	67	....	....
11. effective instructional techniques and procedures	Importance	94	4	2	....	....
	Staff knowledge	25	60	13	....	2
12. classroom research	Importance	23	52	23	2	....
	Staff knowledge	4	40	50	2	4
13. evaluation instruments and techniques	Importance	69	27	1	....	....
	Staff knowledge	13	54	31	....	2
14. career education (i.e., work experiences and placement)	Importance	25	48	25	2	....
	Staff knowledge	17	50	27	2	4
15. behavior management systems	Importance	71	23	4	2	....
	Staff knowledge	23	38	38	2	....
16. Individual Education Plan	Importance	88	6	6	....	....
	Staff knowledge	27	44	29	....	....

Figure 18. Part III - Knowledge: Administrator Results

I FEEL THAT I HAVE AN ADEQUATE WORKING KNOWLEDGE OF HOW TO: *(values are percentages)*		High		Low	No Opinion	No Response
1. interpret the results of diagnostic evaluation	Importance	53	39	6	2	1
	My Skill	25	51	19	2	3
2. use test results to determine abilities, disabilities, learning style, and operational style	Importance	50	36	11	1	2
	My Skill	24	55	18	2	2
3. use test results to help determine realistic expectations	Importance	51	34	12	1	2
	My Skill	26	55	15	2	2
4. assess the education related performance of my students	Importance	62	29	5	2	2
	My Skill	39	48	8	2	3
5. use assessment results to develop educational prescriptions	Importance	63	29	4	2	2
	My Skill	35	50	10	2	3
6. develop program goals	Importance	77	19	2	1	2
	My Skill	54	37	6	1	2
7. develop instructional objectives	Importance	76	18	4	1	1
	My Skill	55	35	6	2	2
8. relate program goals to instructional objectives	Importance	76	18	3	1	1
	My Skill	51	39	6	2	2
9. task analyze behavior	Importance	62	28	6	3	2
	My Skill	37	44	12	4	3
10. match instructional materials to instructional objectives	Importance	69	26	2	1	2
	My Skill	44	45	8	2	2
11. use alternative instructional materials	Importance	63	30	4	1	2
	My Skill	38	48	10	2	2
12. construct appropriate instructional materials	Importance	63	28	6	1	1
	My Skill	41	42	15	1	2
13. match instructional activities to instructional objectives	Importance	74	21	3	1	2
	My Skill	49	42	7	1	1
14. assess the performance of students	Importance	76	20	2	*	2
	My Skill	50	43	5	1	1
15. prioritize areas of instruction	Importance	67	26	4	2	2
	My Skill	43	45	8	2	2
16. determine appropriate sequencing of instruction	Importance	70	25	3	1	2
	My Skill	39	47	11	1	1
17. determine the appropriate instructional mode (i.e., teaching technique)	Importance	68	27	3	1	2
	My Skill	39	47	11	2	2
18. alter the learning environment to accommodate student differences	Importance	73	23	2	1	2
	My Skill	42	45	9	2	2
19. manage behavior in the classroom	Importance	82	14	2	1	2
	My Skill	48	42	6	2	2
20. apply the principles of behavior modification	Importance	59	30	8	2	1
	My Skill	41	45	11	2	2
21. apply the principles of human growth and development in planning instruction	Importance	55	33	7	2	2
	My Skill	28	55	11	3	3
22. maintain and use prosthetic aids in the classroom	Importance	42	35	12	8	3
	My Skill	10	41	36	9	4
23. apply the principles of learning and instruction	Importance	54	36	6	2	2
	My Skill	34	53	8	3	3
24. develop and maintain a record keeping system	Importance	54	34	9	1	3
	My Skill	35	47	13	2	3
25. maintain lines of communication with interdisciplinary team members for information sharing and feedback	Importance	70	23	4	1	3
	My Skill	46	40	10	2	3
26. communicate with parents or parent surrogates regarding the development of their child's educational program	Importance	58	22	10	6	4
	My Skill	31	41	14	10	5
27. train parents or parent surrogates to work with their handicapped child	Importance	60	21	8	7	4
	My Skill	21	38	24	11	6
28. provide support to parents	Importance	59	22	7	8	5
	My Skill	28	37	16	13	6
29. help students develop an awareness and understanding of themselves and others	Importance	76	17	3	1	3
	My Skill	44	44	6	2	4
30. interact positively with other educational staff	Importance	74	21	2	1	3
	My Skill	60	32	3	2	3

*less than 5%

Figure 19. Part IV - Skill: Teacher Results

I FEEL THAT MY STAFF HAS AN ADEQUATE WORKING KNOWLEDGE OF HOW TO: (values are percentages)		High		Low	No Opinion	No Response
1. interpret the results of diagnostic evaluation	Importance	71	23	4	2	....
	Staff Skill	10	67	19	2	2
2. use test results to determine abilities, disabilities, learning style, and operational style	Importance	65	31	4	....	....
	Staff Skill	10	58	29	....	2
3. use test results to help determine realistic expectations	Importance	65	27	2	4	2
	Staff Skill	23	46	23	4	4
4. assess the education related performance of my students	Importance	77	19	4	....	....
	Staff Skill	33	40	21	....	....
5. use assessment results to develop educational prescriptions	Importance	83	15	....	....	2
	Staff Skill	23	52	23	....	2
6. develop program goals	Importance	88	13	....	....	....
	Staff Skill	38	44	19	....	....
7. develop instructional objectives	Importance	88	10	2	....	....
	Staff Skill	38	48	15	....	....
8. relate program goals to instructional objectives	Importance	83	13	4	....	....
	Staff Skill	29	50	21	....	....
9. task analyze behavior	Importance	81	15	4	....	....
	Staff Skill	21	40	38	....	2
10. match instructional materials to instructional objectives	Importance	75	23	2	....	....
	Staff Skill	31	46	21	....	2
11. use alternative instructional materials	Importance	75	23	2	....	....
	Staff Skill	31	50	19	....	....
12. construct appropriate instructional materials	Importance	71	25	4	....	....
	Staff Skill	29	42	29	....	....
13. match instructional activities to instructional objectives	Importance	75	21	2	2	....
	Staff Skill	27	56	15	2	....
14. assess the performance of students	Importance	90	10	....	....	....
	Staff Skill	33	54	13	....	....
15. prioritize areas of instruction	Importance	85	13	....	2	....
	Staff Skill	29	48	21	2	....
16. determine appropriate sequencing of instruction	Importance	85	15	....	....	....
	Staff Skill	23	54	23	....	....
17. determine the appropriate instructional mode (i.e., teaching technique)	Importance	77	19	2	2	....
	Staff Skill	29	50	19	....	2
18. alter the learning environment to accommodate student differences	Importance	77	19	....	2	2
	Staff Skill	29	50	17	2	2
19. manage behavior in the classroom	Importance	88	13	....	....	....
	Staff Skill	29	40	31	....	....
20. apply the principles of behavior modification	Importance	77	19	2	....	2
	Staff Skill	25	48	25	....	2
21. apply the principles of human growth and development in planning instruction	Importance	75	21	2	2	....
	Staff Skill	15	54	29	2	....
22. maintain and use prosthetic aids in the classroom	Importance	60	27	10	....	2
	Staff Skill	8	50	40	2	....
23. apply the principles of learning and instruction	Importance	73	23	4	....	....
	Staff Skill	33	56	10	....	....
24. develop and maintain a record keeping system	Importance	85	13	2	....	....
	Staff Skill	38	42	21	....	....
25. maintain lines of communication with interdisciplinary team members for information sharing and feedback	Importance	92	8	....	....	....
	Staff Skill	27	48	25	....	....
26. communication with parents or parent surrogates regarding the development of their child's educational program	Importance	73	23	2	....	2
	Staff Skill	29	40	27	2	2
27. train parents or parent surrogates to work with their handicapped child	Importance	58	23	8	6	4
	Staff Skill	13	25	46	10	6
28. provide support to parents	Importance	63	23	6	4	4
	Staff Skill	25	35	29	6	4
29. help students develop an awareness and understanding of themselves and others	Importance	92	6	2	....	....
	Staff Skill	42	46	13	....	....
30. interact positively with other educational staff	Importance	96	4	....	....	....
	Staff Skill	44	48	8	....	....

Figure 20. Part IV - Skill: Administrator Results

ITEM	Rank 1	2	3	4	5	6	7	8	9	10	11	NR
Parent Involvement	9	6	9	4	4	6	9	8	8	17	16	4
Establishing a Curriculum	20	19	11	8	11	6	5	6	4	5	3	4
Interpersonal Skills	7	8	8	7	9	9	11	11	11	7	8	5
Legal Aspects	12	7	9	4	3	4	4	5	11	16	20	4
Knowledge of Specific Handicapping Conditions	21	14	9	9	10	8	9	6	6	3	2	4
Diagnostic/Prescriptive Teaching	18	15	12	11	8	9	7	7	4	4	2	4
Neuropsychological Syndromes/ Research	12	12	11	7	4	7	5	11	10	9	8	4
The Use of Modification Tools such as prosthetic aids	8	12	11	7	9	8	7	12	10	6	7	4
Classroom Management	12	10	12	8	8	8	12	7	6	6	7	4
Behavior Intervention Techniques	15	12	13	11	10	10	8	5	6	4	2	5
Resources for Planning (e.g., suggestions for activities and materials)	21	15	13	10	8	9	6	6	5	3	3	3

Figure 21. Part V: Teacher Results

ITEM	Rank 1	2	3	4	5	6	7	8	9	10	11	NR
Parent Involvement	8	2	10	2	2	4	4	10	19	21	15	2
Establishing a Curriculum	25	13	10	13	10	2	4	2	6	4	6	4
Interpersonal Skills	8	6	----	8	8	17	17	6	10	15	2	2
Legal Aspects	----	6	13	2	8	13	----	6	19	19	15	----
Knowledge of Specific Handicapping Conditions	21	15	6	10	4	15	6	10	2	2	6	2
Diagnostic/Prescriptive Teaching	33	17	17	6	8	4	4	6	----	----	2	2
Neuropsychological Syndromes/ Research	2	15	10	2	4	4	15	6	8	6	27	----
The Use of Modification Tools such as prosthetic aids	2	17	17	8	13	4	10	17	4	4	4	----
Classroom Management	6	8	17	19	6	10	8	8	8	6	----	2
Behavior Intervention Techniques	17	21	8	23	10	8	2	4	----	4	2	----
Resources for Planning (e.g., suggestions for activities and materials)	17	8	8	13	13	6	15	8	6	4	----	2

Figure 22. Part V: Administrator Results

DISCUSSION

Examination of the results for Part II indicates that the majority of responses to the open ended questions were in the area of Curriculum and Instruction. A majority of the respondents seemed especially interested in 'Resources for Planning'.

Examination of the results for Parts III and IV (Figures 17-20) are not as clear cut. A preliminary perusal indicates that although teachers and administrators considered most items to be of moderate or high importance, administrators tended to rate items higher. In addition, administrators judged teacher's knowledge and skill to be lower than did teachers themselves.

In order to clarify these results and base the training recommendations on a procedure which would take into consideration both importance and knowledge or skill level as reported by teachers and administrators, the procedure presented below was used for items in Part III and IV of the questionnaire. The method weights the high importance and low knowledge (or skill) categories higher than the moderate knowledge (or skill) category. In this way, training priorities emerge in areas considered to be the most important and in which teachers have the least amount of knowledge or skill.

Procedure:

1. For each group (i.e. teachers and administrators), the items in a given part were first ranked by importance using the percentage of respondents in the high importance category.

2. Then an item score was devised by summing (a) the percentage in the high importance category, (b) one-half the percentage in the moderate knowledge or skill category, and (c) the percentage in the low knowledge or skill category. For example, Item 1, Figure 17 received a score of 69 + .5(60) + 15 = 114.

3. The item scores were ranked from highest to lowest for teachers and again for administrators.

4. A comparison was made of the top 8 items for both groups (i.e. teachers and administrators). Those items which appeared in the top 8 for both groups were selected as top priority training items.

5. A comparison was then made of the top 8 items based on the importance rankings (see No. 1 above) for both groups. Those items which were ranked in the top 8 and which had not already been selected on the basis of item scores were added to the list of training priorities.

The rankings for both groups based on (1) importance, and (2) knowledge or skill for Parts III and IV of the questionnaire are presented in Figures 23 - 26.

Teachers			Administrators		
rank	high importance (%)	item number	rank	high importance (%)	item number
1	85	7	1	94	11
2	77	11	2	90	7
3	76	6	3	83	16
4	72	3	4	81	3
5	69	1	5.5	71	6
6	68	16	5.5	71	15
7	67	10	8	69	1
8	57	15	8	69	9
9	56	9	8	69	13
10	49	13	10	65	10
11.5	45	5	11	52	2
11.5	45	14	12	46	4
13	42	2	13	44	8
14	39	4	14	38	5
15	33	12	15	25	14
16	28	8	16	23	12

Rank order correlation between teacher's and administrator's ranks (R = .86)

*see Appendix C for item descriptors

Figure 23. Part III: Rank of Items by Importance.

Teachers			Administrators		
rank	high importance (%)	item number	rank	high importance (%)	item number
1	133.5	10	1	145.5	10
2	127.5	6	2	139	16
3.5	114	11	3	137	11
3.5	114	1	4	135	7
5	113	7	5	129	6
6	111	3	6	128	15
7	98.5	15	7	127	13
8	93.5	9	8	125	3
9	93	16	9	123.5	2
10	77.5	13	10	121	9
11	76.5	5	11	113.5	5
12.5	74	2	12	110	4
12.5	74	8	13	106	1
14	73	14	14	93	12
15	70	12	15	87	8
16	69	4	16	77	14

Rank order correlation between teacher's and administrator's rank (R = .70)

**see Appendix C for item descriptors*

Figure 24. Part III: Rank of Items by Item Score.

Teachers			Administrators		
rank	high importance (%)	item number	rank	high importance (%)	item number
1	82	19	1	96	30
2	77	6	2.5	92	25
4.5	76	7	2.5	92	29
4.5	76	8	4	90	14
4.5	76	14	6	88	6
4.5	76	29	6	88	7
7.5	74	13	6	88	19
7.5	74	3	9	85	15
9	73	18	9	85	16
10.5	70	16	9	85	24
10.5	70	25	11.5	83	5
12	69	10	11.5	83	8
13	68	17	13	81	9
14	67	15	15.5	77	4
16	63	5	15.5	77	17
16	63	11	15.5	77	18
16	63	12	15.5	77	20
18.5	62	4	19.5	75	10
18.5	62	9	19.5	75	11
20	60	27	19.5	75	13
21.5	59	20	19.5	75	21
21.5	59	28	22.5	73	23
23	58	26	22.5	73	26
24	55	21	24.5	71	1
25.5	54	23	24.5	71	12
25.5	54	24	26.5	65	2
27	53	1	26.5	65	3
28	51	3	28	63	28
29	50	2	29	60	22
30	42	22	30	58	27

R = no rank order correlation performed due to the large number of ties

*see Appendix C for item descriptors

Figure 25. Part IV: Rank of items by Importance.

Teachers			Administrators		
rank	high importance (%)	item number	rank	high importance (%)	item number
1	109	19	1	141	25
2.5	104.5	18	2.5	139	19
2.5	104.5	16	2.5	139	9
4	104	29	4	135	16
5	103	27	5	132	5
6.5	102.5	14	6	131	21
6.5	102.5	17	7.5	130	14
8	102	13	7.5	130	15
9.5	101.5	6	9.5	129	6
9.5	101.5	8	9.5	129	8
11	100	25	11.5	128	30
12.5	99.5	7	11.5	128	29
12.5	99.5	10	13.5	127	7
14	99	12	13.5	127	24
15	98.5	22	15	126	20
16	98	5	16	125	22
17.5	97.5	15	17	123.5	1
17.5	97.5	1	18	123	2
19	97	11	20	121	4
20	96	9	20	121	17
21	95.5	2	20	121	12
22	94	4	22	120	26
24	93.5	28	24	119	18
24	93.5	21	24	119	10
24	93.5	3	24	119	11
26	93	30	26	116.5	27
27.5	92.5	20	27	113	13
27.5	92.5	26	28	111	3
29	90.5	24	29	109.5	28
30	88.5	23	30	106	23

R = no rank order correlation performed due to the large number of ties

*see Appendix C for item descriptors

Figure 26. Part IV: Rank of Items by Item Score.

Examination of the results of Part V (Figures 21 and 22) indicates that none of the items received an overwhelming vote for first place. Therefore, in order to interpret the results meaningfully, the percent of respondents who ranked each item first, second or third was summed. These sums were then ranked. The results of this analysis are presented in Figure 27.

Teachers			Administrators		
Rank	Sum	Item	Rank	Sum	Item
1	50	Establishing a Curriculum	1	67	Diagnostic/Prescriptive Teaching
2	49	Resources for Planning	2	48	Establishing a Curriculum
3	45	Diagnostic/Prescriptive Teaching	3	46	Behavior Intervention Techniques
4	44	Knowledge of Specific Handicapping Conditions	4	42	Knowledge of Specific Handicapping Conditions
5	40	Behavior Intervention Techniques	5	36	Modification Tools
6	35	Neuropsychological Syndromes/Research	6	33	Resources for Planning
7	34	Classroom Management	7	31	Classroom Management
8	31	Modification Tools	8	27	Neuropsychological Syndromes/Research
9	28	Legal Aspects	9	20	Parent Involvement
10	24	Parent Involvement	10	19	Legal Aspects
11	23	Interpersonal Skills	11	14	Interpersonal Skills

Figure 27. Part V: Sum of the Percent Ranking Each Item First, Second or Third.

On the basis of all of the analyses presented above, it is possible to identify areas which have been selected by both teachers and administrators as priority items from each section of the questionnaire. A list of these items was presented in Figure 1 (see page 1). Examination of that figure indicates that two broad training areas were elicited from both teachers and administrators by the needs analysis. These are:

1. Curriculum and Instruction, and
2. Behavior Management.

More specific training priorities within these three categories are presented below. A miscellaneous category containing additional specific training priorities which do not fit into any of the two broad areas but which, nevertheless, should not be overlooked, has also been included.

Category	Part	Item
Curriculum and Instruction		
Resources for Planning	II	13*
	V	----
Establishing a Curriculum	II	2
	V	----
Materials	III	6**
Activities	III	7
Individual Education Plan	III	16
Sequencing of Instruction	IV	16
Performance Assessment	IV	14
Developing Program Goals	IV	6
Relate Goals to Objectives	IV	8
Instructional Techniques for Specific Populations	II	6
Instructional Techniques	III	11
Behavior Management		
Behavior Management Systems	III	15
Behavior Management	IV	19
Behavior Intervention Techniques	II	12
	V	----
Miscellaneous		
Medications	III	10
Developmental Tasks	III	3
Specific Handicapping Conditions	III	1
	V	
Staff Interaction	IV	30
Awareness of Self and Others	IV	20

**items for Part II refer to categories presented in Figure 16.*
***items for Parts III and IV refer to items within the questionnaire.*

Figure 28. Summary.

It is interesting to note the following items are among those which do not appear to be in much demand by teachers or administrators:

Part III	Item 14	career education (i.e., work experiences and placement)
Part III	Item 4	state and federal mandates such as due process, PL 93-380, PL 94-142
Part III	Item 12	classroom research
Part III	Item 8	philosophical or theoretical basis of instruction
Part IV	Item 2	use test results to determine abilities, disabilities, learning style, and operational style
Part IV	Item 3	use test results to help determine realistic expectations
Part IV	Item 22	maintain and use prosthetic aids in the classroom
Part IV	Item 23	apply the principles of learning and instruction
Part V		parent involvement
Part V		legal aspects
Part V		interpersonal skills

For the most part the item rankings were similar for the two groups. Only two items in Part IV were highly discrepant. Teachers attached less significance than did administrators to Items 24 - develop and maintain a record keeping system, and Item 30 - interact positively with other educational staff. However, administrators thought that Item 30 was so important (it was ranked 1st) that it has been included in the list of training priorities.

APPENDICES

APPENDIX A - TEACHER QUESTIONNAIRE

APPENDIX B - ADMINISTRATOR QUESTIONNAIRE

APPENDIX C - ITEM DESCRIPTORS

APPENDIX A

TEACHER QUESTIONNAIRE

FACILITY_____ ____ ID_____

PART I

1. Present Teaching Situation (Please place the specific number of students in your class(es) t at fit each of the categories. The same student will be entered at least twice and three times if he is multiply handicapped.)

Retardation	*Other Disabilities*	*Chronological Age*
____ Profound	____ Visually Impaired	____ Preschool
____ Severe	____ Hearing Impaired	____ School Age Primary (K-3)
____ Moderate	____ Speech Impaired	____ School Age Intermediate (4-6)
____ Mild	____ Physically Handicapped	____ School Age Junior High (7-9)
	____ Emotionally Disturbed	____ School Age Senior High (10-12)
		____ Adult

2. Present Teaching Position

____ Teacher ____ Teaching Assistant ____ Para Professional/Aide
____ Other (Specify_____)

3. ____ Total Number of Years Teaching
4. ____ Total Number of Years Teaching in Present Position
5a. ____ Total Number of House in Education or Teacher Preparation Courses
5b. ____ Total Number of These Directly Related to Special Education
6. ____ Highest Degree Attained
7. ____ Sex
8. ____ Age

PART II

1. I need information on the following specific topics:

2. I need to know how to use instructional materials in the following areas: (Indicate content, handicaps, and levels.):

3. I need the following specific training:

PART III

Directions: Listed below are areas related to the provision of instruction for handicapped learners. First, indicate the importance of each area by circling 1 if the area is very important, 2 if the area is moderately important, and 3 if the area is not important. Circle 4 if you have no opinion. Second, indicate your knowledge in each area by circling 1 if your knowledge is high, 2 if your knowledge is adequate, and 3 if you feel a need for additional training. Circle 4 if you have no opinion.

I FEEL THAT I HAVE ADEQUATE KNOWLEDGE ABOUT:

			HIGH		LOW	NO OPINION
1.	specific handicapping conditions	Importance	1	2	3	4
		My knowledge	1	2	3	4
2.	modification tools such as prosthetic aids	Importance	1	2	3	4
		My knowledge	1	2	3	4
3.	developmental tasks or abilities at the infancy and early childhood level	Importance	1	2	3	4
		My knowledge	1	2	3	4
4.	state and federal mandates such as due process, PL 93-380, PL 94-142	Importance	1	2	3	4
		My knowledge	1	2	3	4
5.	local, state, and national resources, funding, and services	Importance	1	2	3	4
		My knowledge	1	2	3	4
6.	available relevant materials which are effective	Importance	1	2	3	4
		My knowledge	1	2	3	4
7.	a range of activities appropriate for my students	Importance	1	2	3	4
		My knowledge	1	2	3	4
8.	philosophical or theoretical bases of instruction	Importance	1	2	3	4
		My knowledge	1	2	3	4
9.	the areas of expertise possessed by inter-disciplinary team members	Importance	1	2	3	4
		My knowledge	1	2	3	4
10.	medications: types, uses, and side effects	Importance	1	2	3	4
		My knowledge	1	2	3	4
11.	effective instructional techniques and procedures	Importance	1	2	3	4
		My knowledge	1	2	3	4
12.	classroom research	Importance	1	2	3	4
		My knowledge	1	2	3	4
13.	evaluation instruments and techniques	Importance	1	2	3	4
		My knowledge	1	2	3	4
14.	career education (i.e. work experiences and placement)	Importance	1	2	3	4
		My knowledge	1	2	3	4
15.	behavior management systems	Importance	1	2	3	4
		My knowledge	1	2	3	4
16.	Individual Education Plan	Importance	1	2	3	4
		My knowledge	1	2	3	4

PART IV

Directions: Listed below are skills related to the provision of instruction for handicapped learners.

I FEEL THAT I HAVE AN ADEQUATE WORKING KNOWLEDGE OF HOW TO:

			HIGH		LOW	NO OPINION
1.	interpret the results of diagnostic evaluation	Importance	1	2	3	4
		My Skill	1	2	3	4
2.	use test results to determine abilities, disabilities, learning style, and operational style	Importance	1	2	3	4
		My Skill	1	2	3	4
3.	use test results to help determine realistic expectations	Importance	1	2	3	4
		My Skill	1	2	3	4
4.	assess the education related performance of my students	Importance	1	2	3	4
		My Skill	1	2	3	4
5.	use assessment results to develop educational prescriptions	Importance	1	2	3	4
		My Skill	1	2	3	4
6.	develop program goals	Importance	1	2	3	4
		My Skill	1	2	3	4
7.	develop instructional objectives	Importance	1	2	3	4
		My Skill	1	2	3	4
8.	relate program goals to instructional objectives	Importance	1	2	3	4
		My Skill	1	2	3	4
9.	task analyze behavior	Importance	1	2	3	4
		My Skill	1	2	3	4
10.	match instructional materials to instructional objectives	Importance	1	2	3	4
		My Skill	1	2	3	4
11.	use alternative instructional materials	Importance	1	2	3	4
		My Skill	1	2	3	4
12.	construct appropriate instructional materials	Importance	1	2	3	4
		My Skill	1	2	3	4
13.	match instructional activities to instructional objectives	Importance	1	2	3	4
		My Skill	1	2	3	4
14.	assess the performance of students	Importance	1	2	3	4
		My Skill	1	2	3	4
15.	prioritize areas of instruction	Importance	1	2	3	4
		My Skill	1	2	3	4
16.	determine appropriate sequencing of instruction	Importance	1	2	3	4
		My Skill	1	2	3	4
17.	determine the appropriate instructional mode (i.e., teaching technique)	Importance	1	2	3	4
		My Skill	1	2	3	4
18.	alter the learning environment to accomodate student differences	Importance	1	2	3	4
		My Skill	1	2	3	4
19.	manage behavior in the classroom	Importance	1	2	3	4
		My Skill	1	2	3	4
20.	apply the principles of behavior modification	Importance	1	2	3	4
		My Skill	1	2	3	4

PART IV (con't)

			HIGH		LOW	NO OPINION
21.	apply the principles of human growth and development in planning instruction	Importance	1	2	3	4
		My Skill	1	2	3	4
22.	maintain and use prosthetic aids in the classroom	Importance	1	2	3	4
		My Skill	1	2	3	4
23.	apply the principles of learning and instruction	Importance	1	2	3	4
		My Skill	1	2	3	4
24.	develop and maintain a record keeping system	Importance	1	2	3	4
		My Skill	1	2	3	4
25.	maintain lines of communication with inter-disciplinary team members for information sharing and feedback	Importance	1	2	3	4
		My Skill	1	2	3	4
26.	communicate with parents or parent surrogates regarding the development of their child's educational program	Importance	1	2	3	4
		My Skill	1	2	3	4
27.	train parents or parent surrogates to work with their handicapped child	Importance	1	2	3	4
		My Skill	1	2	3	4
28.	provide support to parents	Importance	1	2	3	4
		My Skill	1	2	3	4
29.	help students develop an awareness and understanding of themselves and others	Importance	1	2	3	4
		My Skill	1	2	3	4
30.	interact positively with other educational staff	Importance	1	2	3	4
		My Skill	1	2	3	4

PART V

Directions: Rank the items below in terms of your training needs. Place a "1" in front of the item which is most needed, a "2" in front of the item which is second most needed, a "3" in front of the third most needed item, and so on. Please rank all the items.

____ Parent Involvement
____ Establishing a Curriculum
____ Interpersonal Skills
____ Legal Aspects
____ Knowledge of Specific Handicapping Conditions
____ Diagnostic/Prescriptive Teaching
____ Neuropsychological Syndromes/Research
____ The Use of Modification Tools such as prosthetic aids
____ Classroom Management
____ Behavior Intervention Techniques
____ Resources for Planning (e.g. suggestions for activities and materials)

APPENDIX B

ADMINISTRATOR QUESTIONNAIRE

FACILITY_____ _____ ID _____

PART I

1. Present Role

   _____ Director
   _____ Supervisor
   _____ Other (Specify_____)

2. _____Total Number of Years in Present Position

3. _____Sex

4. _____Age

PART II

1. My staff needs information on the following specific topics:

2. My staff needs to know how to use instructional materials in the following areas: (Indicate content, handicaps, and levels.):

3. My staff needs the following specific training:

PART III

Directions: Listed below are areas related to the provision of instruction for handicapped learners. First, indicate the importance of each area by circling 1 if the area is very important, 2 if the area is moderately important, and 3 if the area is not important. Circle 4 if you have no opinion. Second, indicate knowledge in each area by circling 1 if knowledge is high, 2 if knowledge is adequate, and 3 if you feel a need for additional staff training. Circle 4 if you have no opinion.

I FEEL THAT MY STAFF HAS ADEQUATE KNOWLEDGE ABOUT:

			HIGH		LOW	NO OPINION
1.	specific handicapping conditions	Importance	1	2	3	4
		Staff knowledge	1	2	3	4
2.	modification tools such as prosthetic aids	Importance	1	2	3	4
		Staff knowledge	1	2	3	4
3.	developmental tasks or abilities at the infancy and early childhood level	Importance	1	2	3	4
		Staff knowledge	1	2	3	4
4.	state and federal mandates such as due process, PL 93-380, PL 94-142	Importance	1	2	3	4
		Staff knowledge	1	2	3	4
5.	local, state, and national resources, funding, and services	Importance	1	2	3	4
		Staff knowledge	1	2	3	4
6.	available relevant materials which are effective	Importance	1	2	3	4
		Staff knowledge	1	2	3	4
7	a range of activities appropriate for my students	Importance	1	2	3	4
		Staff knowledge	1	2	3	4
8.	philosophical or theoretical bases of instruction	Importance	1	2	3	4
		Staff knowledge	1	2	3	4
9.	the areas of expertise possessed by interdisciplinary team members	Importance	1	2	3	4
		Staff knowledge	1	2	3	4
10.	medications: types, uses, and side effects	Importance	1	2	3	4
		Staff knowledge	1	2	3	4
11.	effective instructional techniques and procedures	Importance	1	2	3	4
		Staff knowledge	1	2	3	4
12.	classroom research	Importance	1	2	3	4
		Staff knowledge	1	2	3	4
13.	evaluation instruments and techniques	Importance	1	2	3	4
		Staff knowledge	1	2	3	4
14.	career education (i.e. work experiences and placement)	Importance	1	2	3	4
		Staff knowledge	1	2	3	4
15.	behavior management systems	Importance	1	2	3	4
		Staff knowledge	1	2	3	4
16.	Individual Education Plan	Importance	1	2	3	4
		Staff knowledge	1	2	3	4

PART IV

Directions: Listed below are skills related to the provision of instruction for handicapped learners.

I FEEL THAT MY STAFF HAS AN ADEQUATE WORKING KNOWLEDGE OF HOW TO.

			HIGH		LOW	NO OPINION
1.	interpret the results of diagnostic evaluation	Importance	1	2	3	4
		Staff Skill	1	2	3	4
2.	use test results to determine abilities, disabilities, learning style, and operational style	Importance	1	2	3	4
		Staff Skill	1	2	3	4
3.	use test results to help determine realistic expectations	Importance	1	2	3	4
		Staff Skill	1	2	3	4
4.	assess the education related performance of my students	Importance	1	2	3	4
		Staff Skill	1	2	3	4
5.	use assessment results to develop educational prescriptions	Importance	1	2	3	4
		Staff Skill	1	2	3	4
6.	develop program goals	Importance	1	2	3	4
		Staff Skill	1	2	3	4
7.	develop instructional objectives	Importance	1	2	3	4
		Staff Skill	1	2	3	4
8.	relate program goals to instructional objectives	Importance	1	2	3	4
		Staff Skill	1	2	3	4
9.	task analyze behavior	Importance	1	2	3	4
		Staff Skill	1	2	3	4
10.	match instructional materials to instructional objectives	Importance	1	2	3	4
		Staff Skill	1	2	3	4
11.	use alternative instructional materials	Importance	1	2	3	4
		Staff Skill	1	2	3	4
12.	construct appropriate instructional materials	Importance	1	2	3	4
		Staff Skill	1	2	3	4
13.	match instructional activities to instructional objectives	Importance	1	2	3	4
		Staff Skill	1	2	3	4
14.	assess the performance of students	Importance	1	2	3	4
		Staff Skill	1	2	3	4
15.	prioritize areas of instruction	Importance	1	2	3	4
		Staff Skill	1	2	3	4
16.	determine appropriate sequencing of instruction	Importance	1	2	3	4
		Staff Skill	1	2	3	4
17.	determine the appropriate instructional mode (i.e., teaching technique)	Importance	1	2	3	4
		Staff Skill	1	2	3	4
18.	alter the learning environment to accomodate student differences	Importance	1	2	3	4
		Staff Skill	1	2	3	4
19.	manage behavior in the classroom	Importance	1	2	3	4
		Staff Skill	1	2	3	4
20.	apply the principles of behavior modification	Importance	1	2	3	4
		Staff Skill	1	2	3	4

PART IV (con't)

			HIGH			NO OPINION / LOW
21.	apply the principles of human growth and development in planning instruction	Importance	1	2	3	4
		Staff Skill	1	2	3	4
22.	maintain and use prosthetic aids in the classroom	Importance	1	2	3	4
		Staff Skill	1	2	3	4
23.	apply the principles of learning and instruction	Importance	1	2	3	4
		Staff Skill	1	2	3	4
24.	develop and maintain a record keeping system	Importance	1	2	3	4
		Staff Skill	1	2	3	4
25.	maintain lines of communication with inter-disciplinary team members for information sharing and feedback	Importance	1	2	3	4
		Staff Skill	1	2	3	4
26.	communicate with parents or parent surrogates regarding the development of their child's educational program	Importance	1	2	3	4
		Staff Skill	1	2	3	4
27.	train parents or parent surrogates to work with their handicapped child	Importance	1	2	3	4
		Staff Skill	1	2	3	4
28.	provide support to parents	Importance	1	2	3	4
		Staff Skill	1	2	3	4
29.	help students develop an awareness and understanding of themselves and others	Importance	1	2	3	4
		Staff Skill	1	2	3	4
30.	interact positively with other educational staff	Importance	1	2	3	4
		Staff Skill	1	2	3	4

PART V

Directions: Rank the items below in terms of your training needs. Place a "1" in front of the item which is most needed, a "2" in front of the item which is second most needed, a "3" in front of the third most needed item, and so on. Please rank all the items.

____ Parent Involvement
____ Establishing a Curriculum
____ Interpersonal Skills
____ Legal Aspects
____ Knowledge of Specific Handicapping Conditions
____ Diagnostic/Prescriptive Teaching
____ Neuropsychological Syndromes/Research
____ The Use of Modification Tools such as prosthetic aids
____ Classroom Management
____ Behavior Intervention Techniques
____ Resources for Planning (e.g. suggestions for activities and materials)

APPENDIX C

ITEM DESCRIPTORS

ITEM DESCRIPTORS

Part III

1. specific handicapping conditions
2. modification tools such as prosthetic aids
3. developmental tasks or abilities at the infancy and early childhood level
4. state and federal mandates such as due process, PL 93-380, PL 94-142
5. local, state, and national resources, funding, and services
6. available relevant materials which are effective
7. a range of activities appropriate for my students
8. philosophical or theoretical basis of instruction
9. the areas of expertise possessed by inter-disciplinary team members
10. medications: types, uses, and side effects
11. effective instructional techniques and procedures
12. classroom research
13. evaluation instruments and techniques
14. career education (i.e., work experiences and placement)
15. behavior management systems
16. Individual Education Plan

Part IV

1. interpret the results of diagnostic evaluation
2. use test results to determine abilities, disabilities, learning style, and operational style
3. use test results to help determine realistic expectations
4. assess the education related performance of my students
5. use assessment results to develop educational prescriptions
6. develop program goals
7. develop instructional objectives
8. relate program goals to instructional objectives
9. task analyze behavior
10. match instructional materials to instructional objectives
11. use alternative instructional materials
12. construct appropriate instructional materials
13. match instructional activities to instructional objectives
14. assess the performance of students
15. prioritize areas of instruction
16. determine appropriate sequencing of instruction
17. determine the appropriate instructional mode (i.e., teaching technique)
18. alter the learning environment to accommodate student differences
19. manage behavior in the classroom
20. apply the principles of behavior modification
21. apply the principles of human growth and development in planning instruction
22. maintain and use prosthetic aids in the classroom
23. apply the principles of learning and instruction
24. develop and maintain a record keeping system
25. maintain lines of communication with inter-disciplinary team members for information sharing and feedback
26. communicate with parents or parent surrogates regarding the development of their child's educational program
27. train parents or parent surrogates to work with their handicapped child
28. provide support to parents
29. help students develop an awareness and understanding of themselves and others
30. interact positively with other educational staff